



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
Accredited By NAAC with 'A+' Grade
Tal: Satara Dist.: Satara-415001 (Maharashtra)

A Constituent College of
Karmaveer Bhaurao Patil University, Satara

Semester Pattern, Choice Based Credit System
Syllabus For

Master of Arts in Psychology
Specialization in Clinical Psychology
FACULTY OF HUMANITIES
M. A. (Psychology) (Part-II) (Semester III & IV)
(Choice Based Credit System)

M.A. PART: II (PSYCHOLOGY) SEMESTER III & IV

(Syllabus to be implemented from June, 2023-24 onwards)



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Department of Psychology
Master of Arts in Psychology
Specialization in Clinical Psychology
FACULTY OF HUMANITIES
M. A. (Psychology) (Part-II) (Semester III & IV)
(Choice Based Credit System)
(Syllabus to be implemented from June, 2023 onwards)

➤ **TITLE:**

PSYCHOLOGY (SPECIALIZATION IN CLINICAL PSYCHOLOGY)
(Under the Faculty of Humanities)

➤ **YEAR OF IMPLEMENTATION:**

Under Academic Flexibility, the New M.A. Psychology (Part II) Syllabus will be implemented from June, 2023 onwards in the Chhatrapati Shivaji College, Satara (Autonomous).

➤ **PREAMBLE**

This course is aimed at developing knowledge and understanding the principles of fields of psychology. The course gives an edge to the psychology students to enable them to inculcate the philosophies, ideologies and methodologies of psychologist's profession. In order to fulfill this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary

and elective domains of applied psychology. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude.

➤ **GENERAL OBJECTIVES OF PSYCHOLOGY COURSE**

1. GENERAL OBJECTIVES OF PSYCHOLOGY COURSE:

After successful completion students will be able to:

- I. Understand the ideologies, methodologies, values and ethical principles of psychologist's practices working in various settings with individuals and groups.
- II. Strengthen the theoretical understanding, expand knowledge-base, and inculcate relevant values, attitudes and skills required for a professional psychologist through the theory and practical component of the course.
- III. Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the psychology profession and achieve self-actualization.
- IV. Inculcate the analytical ability, research aptitude and relevant skills for professional life.
- V. To provide students' with in-depth training under supervised conditions in direct service models of assessment, and therapy in order to practice as clinical psychologists.
- VI. Construct individual case formulations, diagnose clients, and recommend appropriate interventions. They will also be competent in consulting with other professionals, communicating their professional judgments, queries and concerns, and justifying their conclusions.
- VII. Students will develop hypotheses and design studies that appropriately and directly address a research question.

➤ **DURATION :**

- The course shall be a Post-Graduate Full Time Course

- The duration of course shall be of Two years /Four Semesters.

➤ **PATTERN:**

The Master of Arts in Psychology Programme shall be a full time course of Two Years-Four Semesters Duration with 16 Credits per Semester. (Total Credits = 64 Two Years-Four Semester).

➤ **ADMISSION AND INTAKE: 30 Students**

I) Admission Committee: For the admission of the M.A. Part II Psychology course the composition of Admission committee which will be the final authority.

II) Merit List for admission rounds:

1. The merit list of the students shall be prepared solely on the basis of marks obtained by the candidate at the B.A. Degree in psychology (Special) as well as any degree.
2. In case there are two or more candidates with the equal marks, elder student will be considered first considering their date of birth.
3. If the tie still continues, merit position/s will be decided on the basis of alphabetical order considering surname first.

III) Reservation:

Intake Capacity of M.A. Psychology Course and Reservation quota for admission will be as per the rules of the State Government. If any difficulty arises during the admission process, The admission committee should take the appropriate decision, which should be considered as final decision.

➤ **ELIGIBILITY: QUALIFYING EXAMINATION:**

Any Graduate from recognized university/HEI is eligible for admission for this course. The criteria for admission is as per the rules and regulations set

from time to time by concerned departments, College, HEIs, university, government and other relevant statutory authorities.

➤ **Medium of Instruction:**

The medium of instruction shall be in English. (Student will have option to write answer scripts in Marathi)

➤ **NUMBER OF THEORY PAPERS AND PRACTICAL PAPERS:**

The Entire M.A. Part II Psychology Course shall have 6 theory papers and 2 practicums paper each paper carrying 100 marks. Thus, entire M.A. psychology examination shall be of 1600 total marks.

➤ **EXAMINATION PATTERN:**

The system of examination would be Semester. The examination shall be conducted at the end of each semester.

I. Standard of Passing:

1. To pass each paper 40 marks out of 100 are required.
2. **Semester End Examination:** In every theory and practical/practicum paper a candidate should obtain a minimum of 40 % of total marks i.e. 24 mark out of 60 marks for Semester End Examination and 16 mark out of 40 marks for Internal Evaluation.
3. To pass each theory and practical paper 16 marks are required for internal assessment.
4. Internal Evaluation should be 40 marks for semester III & IV and internal evaluation should be completed for semester III & IV for each paper.

II. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

There will be four questions in the question paper each carrying 15 marks. All questions shall be compulsory.

CBCS Pattern
COMPULSORY / CORE PAPERS
M. A. Part: II Psychology: Semester: III
Specialization in Clinical Psychology
 (To be introduced from 2023-2024)

Paper No.	Paper Title	Total Marks		
		SEE	IE	Total
IX	Introduction to Psychopathology	60	40	100
X	Techniques of Psychodiagnostics	60	40	100
XI	Psychotherapies	60	40	100
XII	Journal Project (Testing)	60	40	100

CBCS Pattern
COMPULSORY / CORE PAPERS
M. A. Part: II Psychology: Semester: IV
Specialization in Clinical Psychology
 (To be introduced from 2023-2024)

Paper No.	Paper Title	Total Marks		
		SEE	IE	Total
XIII	Psychopathology	60	40	100
XIV	Applied Psychodiagnostics	60	40	100
XV	Modern Psychotherapies	60	40	100
XVI	Practicum	60	40	100

SEE= Semester End Examination IE= Internal Evaluation

**EQUIVALENCE IN ACCORDANCE WITH TITLE AND
CONTENTS OF PAPERS (FOR REVISED SYLLABUS)**

Sr. No.	Sem. III	
	Old Course	New Course
1	Paper IX : Psychopathology-I	Paper IX: Introduction to Psychopathology
2	Paper X : Applied Clinical Psychology	Paper X: Techniques of Psychodiagnostics
3	Paper XI : Clinical Counselling	Paper XI: Psychotherapies
4	Paper XII : Project	Paper XII: Journal Project (Testing)

**EQUIVALENCE IN ACCORDANCE WITH TITLE AND
CONTENTS OF PAPERS (FOR REVISED SYLLABUS)**

Sr. No.	Sem. IV	
	Old Course	New Course
1	Paper XIII : Psychopathology-II	Paper XIII: Psychopathology
2	Paper XIV : Psychodiagnostics	Paper XIV: Applied Psychodiagnostics
3	Paper XV : Psychotherapies	Paper XV: Modern Psychotherapies
4	Paper XVI : Practicum	Paper XVI: Practicum

Title and Subject Code
M.A.II Psychology (Specialization in Clinical Psychology)

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
1.	III	Introduction to Psychopathology	PSYC28	Psychology Course- IX
2.	III	Techniques of Psychodiagnostics	PSYC29	Psychology Course- X
3.	III	Psychotherapies	PSYC30	Psychology Course- XI
4.	III	Journal Project (Testing)	PSYP22	Psychology Course- XII
5.	IV	Psychopathology	PSYC31	Psychology Course- XIII
6.	IV	Applied Psychodiagnostics	PSYC32	Psychology Course- XIV
7.	IV	Modern Psychotherapies	PSYC33	Psychology Course- XV
8.	IV	Practicum	PSYP23	Psychology Course- XVI

Course Structure
M.A. Part-II: PSYCHOLOGY
(Specialization in Clinical Psychology)

Sr. No.	Sem	Title of the Paper	Discipline Specific Elective	Distribution of Credit	Workload Per week	Total Credit	Theory Marks	Internal Evaluation
1.	III	INTRODUCTION TO PSYCHOPATHOLOGY	Psychology Course IX	4	4 Lectures	32	60	40
2.	III	TECHNIQUES OF PSYCHODIAGNOSTICS	Psychology Course X	4	4 Lectures		60	40
3.	III	PSYCHOTHERAPIES	Psychology Course XI	4	4 Lectures		60	40
4.	III	Journal Project (Testing)	Psychology Course XII	4	8 Lectures		60	40
5.	IV	PSYCHOPATHOLOGY	Psychology Course XIII	4	4 Lectures		60	40
6.	IV	APPLIED PSYCHODIAGNOSTICS	Psychology Course XIV	4	4 Lectures		60	40
7.	IV	MODERN PSYCHOTHERAPIES	Psychology Course XV	4	4 Lectures		60	40
8.	IV	PRACTICUM	Psychology Course XVI	4	8 Lectures		60	40

Note: A copy of New Syllabus for M.A. Psychology course (Semester-III, and IV) is enclosed herewith



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Department of Psychology

Choice Based Credit System

M.A. Part -II Semester-III

PSYCHOLOGY COURSE :IX : NTRODUCTION TO PSYCHOPATHOLOGY

Subject Code: (PSYC28) (Credit:04)

(Implemented from June, 2023 onwards)

Preamble: The 'Introduction to psychopathology' course is helpful for introducing students to psychological disorders and their symptoms. In this course concept of psychopathology, the DSM Classification of mental disorders, models of abnormality, different psychological disorders, and their treatments. It covers the vital introduction of psychopathology, different stress-related disorders, prevention and treatment of stress disorders, featuring somatic symptoms, different somatic symptom disorders, illness anxiety disorder, conversion disorder, factitious disorder, substance-related and addictive disorders, treatment of substance use disorders, and gambling disorders are covered. Therefore, this course will benefit students to understand psychological disorders, their symptoms, types. Also, through this course, students will be able to understand the predations and treatments for various psychological disorders. Similarly, the present course will help the students to learn the knowledge and skills of diagnosis of any mental disorders. In short, this course will definitely be useful and beneficial for the student to understand the different psychological disorders.

Objectives:

1. To introduce students with the basic concepts in psychopathology.

2. To acquaint the students with the DSM Classification and its Importance in digenesis.
3. To introduce students to the models of abnormality.
4. To acquaint the students with the different stress-related disorders.
5. To acquaint the students with the prevention and treatment of stress disorders.
6. To introduce students to the disorders featuring somatic symptoms.
7. To acquaint the students with the different somatic symptom disorders, illness anxiety disorders, conversion disorders, and factitious disorders.
8. To introduce students to the various substance-related and addictive disorders.
9. To acquaint the students with the treatment of substance use disorders.

Course Outcomes: *After studying the course the student will be able to ...*

CO1: Understand the basic concepts in psychopathology.

CO2: Understand the DSM Classification and its Importance in digenesis.

CO3: Understand the models of abnormality.

CO4: Understand the different stress-related disorders.

CO5: Knowledge and skills about prevention and treatment of stress disorders.

CO6: Understand the disorders featuring somatic symptoms.

CO7: Understand the different somatic symptom disorders, illness anxiety disorders, conversion disorders, and factitious disorders.

CO8: Understand the various substance-related and addictive disorders.

CO9: Knowledge and skills about the treatment of substance use disorders.

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Comprehension skill
3. Analytical skill
4. Comparison skill
5. Diagnosis Skill

Module No	Module Title	No. of Hours	No. of Credit
01	Introduction to Psychopathology	15	01
02	Stress Related Disorders	15	01

03	Disorders Featuring Somatic Symptoms	15	01	
04	Substance Related and Addictive Disorders	15	01	
Module	Contents	Credits	Periods	Cos
MODULE 1	<p>INTRODUCTION TO PSYCHOPATHOLOGY</p> <p>1.1 What do we mean by abnormality?</p> <p>A) Indicators of abnormality.</p> <p>B) DSM-5 and definition of mental disorder</p> <p>1.2 How are abnormal behavior pattern classified</p> <p>A) The DSM and Models of abnormal behavior</p> <p>i) Feature of the DSM</p> <p>ii) Evaluating the DSM System</p> <p>iii) Changes in the DSM-5</p> <p>iv) Advantages & Disadvantages of the DSM System</p> <p>1.3. Models of Abnormality</p> <p>A) The Biological Model</p> <p>B) The Psychodynamic Model</p> <p>C) The Behavioral Model</p> <p>D) Cognitive Model</p> <p>E) The Humanistic and Existential Model</p> <p>F) The Sociocultural Model</p> <p>1.4. What do clinical researchers do?</p>	1	15	CO1 CO2 CO3

	<p>3.3 A) Conversion disorder (Functional neurological symptoms disorder)</p> <p>B) Range of conversion disorder symptoms</p> <p>C) Important issues in diagnosing conversion disorder</p> <p>D) Causes of conversion disorder</p> <p>E) Causes of conversion disorder</p> <p>3.4 Factitious disorder</p>	1	15	CO7
Module :4	<p>SUBSTANCE RELATED AND ADDICTIVE DISORDERS</p> <p>4.1 Drugs of abuse</p> <p>A) Depressants</p> <p>B) Stimulants</p> <p>4.2 Theoretical perspectives</p> <p>A) Biological perspective</p> <p>B) Learning perspective</p> <p>C) Cognitive perspective</p> <p>D) Psychodynamic perspective</p> <p>E) Sociocultural Perspectives</p> <p>4.3 Treatment of substance use disorders</p> <p>A) Biological approaches</p> <p>B) Nonprofessional support group</p> <p>C) Psychodynamic approaches</p> <p>D) Behavioral approaches</p> <p>E) Relapse-prevention training</p> <p>F) Culturally Sensitive Treatment of</p>	1	15	CO8 CO9

	Alcoholism G) Residential Approaches 4.4 Gambling Disorder A) Compulsive Gambling as a Nonchemical Addiction B) Treatment of Compulsive Gambling			
Practical work: Case Study / Field Survey / Field Visits / Project 1. Power point presentation on any psychological disorder such as Sexual variants, abuse and dysfunctions, Neurocognitive and aging related disorders, Communications disorders, Eating Disorder 2. Field Survey on Drug abuse, Gambling Disorder, Stress related disorders or any psychological disorders. 3. Project on any psychological disorders. 4. Case study of any psychological disorders or behavioral problem. 5. Review of any psychopathology or abnormal psychology book/ Movie/ Journal				CO1-CO9
<ul style="list-style-type: none"> ● Books for Reading ● Comer, R. J. (2015). <i>Abnormal psychology</i>. 9th ed. Worth publisher, New York (for Module 1-1.3. & 1.4,) ● Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). <i>Abnormal psychology</i> 17th ed. Global edition. Pearson education ltd. (for Module 1-1.1, Module 2, Module 3) ● Nevid, J. S., Rathus, S. A., & Greene, B. (2018). <i>Abnormal psychology in a changing world</i>. 9th ed. Pearson education ltd. (for Module 1-1.2, Module 4) ➤ Books for Reference: ● American Psychiatric Association (2013). <i>Diagnostic and statistical manual of mental disorder</i> 5th ed. (DSM 5). 				

- Bennett, P. (2011). *Abnormal and Clinical Psychology*. 3rd ed. McGraw Hill.
- Gorenstein, E. E. & Comer, R. J. (2015). *Case studies in abnormal psychology*, 2nd ed. Worth publisher, New York.
- Osborne, R. E. Lafuze, J. E., & David, V. (2016). *Case analysis for abnormal psychology*. 2nd ed. Taylor & Francis.
- Speroy, L., Carlson, J., Sauerheber, J.D., & Sperry J. (2015). *Psychopathology and psychotherapy : DSM 5 Diagnosis, case conceptualization and treatment*. 3rd ed. Taylor and Francis.

Suggested Research Journal

1. American Journal of Psychiatry
2. Journal of the American Academy of Child and Adolescent Psychiatry
3. British Journal of Psychiatry
4. Journal of Clinical Psychiatry
5. Journal of Neurology, Neurosurgery and Psychiatry
6. Journal of Child Psychology and Psychiatry and Allied Disciplines

Additional Readings:

1. International Journal of Psychotherapy
2. Journal of Abnormal Psychology
3. Journal of Affective Disorders
4. Journal of Anxiety Disorders
5. Journal of Child Psychotherapy
6. Journal of Clinical Child Psychology
7. Advances in Mental Health'
8. Advances in Mental Health and Intellectual disabilities

➤ **Medium of Instruction** – Marathi/English

➤ **Library and laboratory equipment`s:**

1. Psychological Inventories

2. Psychological Apparatus
3. Psychology Lab
4. Sample Research Projects
5. Reference Books



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M.A. Part -II Semester-III
PSYCHOLOGY COURSE: X: TECHNIQUES OF PSYCHODIAGNOSTICS
Subject Code: (PSYC29) (Credit:04)
(Implemented from June, 2023 onwards)

Preamble: The curriculum of the paper, 'Techniques of Psychodiagnostics' has been made very innovative. The 'Techniques of psychodiagnostics' course is helpful for introducing students to strategies of Psychodiagnostics. This course through light on the concept of context of clinical assessment, assessment interview and case history, behavioral assessment, and instruments for treatment planning, monitoring, and outcome assessment. The present course covers the types of referral settings, ethical practices of assessment, psychological report general guidelines, and format for a psychological report of clinical assessment. Also, the present course covers assessment interview and case history, mental status examination (MSE), Interpreting Interview Data, Structured Interviews, and diagnostic formulations based on the clinical interview in the second module. Similarly, the present course will help students to understand the history and development, issues related to the reliability and validity of the behavioral assessment, and Strategies of behavioral assessment. Also, through this course, students will be able to understand selecting brief instruments, symptoms checklist and Brief Symptom Inventory (BSI), Beck's depression inventory, and State-Trait Anxiety Inventory

Objectives:

1. To introduce students to the context of clinical assessment

2. To acquaint the students with the Context of Clinical Assessment
3. To acquaint the students with the process of the assessment interview.
4. To acquaint the students with the Knowledge and Techniques about assessment interviews.
5. To acquaint the students with the process of behavioral assessment.
6. To acquaint the students with the Knowledge and Techniques about behavioral assessment.
7. To acquaint the students with the cognitive-behavioral assessment and cognitive self-report inventories
8. To acquaint the students with the treatment planning, monitoring, and outcome assessment.

Course Outcomes: *After studying the course the student will be able to ...*

CO1: Acquaint the student with the context of clinical assessment.

CO2: Introduction of Context of Clinical Assessment

CO3: Understand the process of the assessment interview.

CO4: Knowledge and Techniques about assessment interviews.

CO5: Understand the process of behavioral assessment.

CO6: Knowledge and Techniques about behavioral assessment.

CO7: Knowledge and Techniques about cognitive-behavioral assessment and cognitive self-report inventories

CO8: Acquaint the students with treatment planning, monitoring, and outcome assessment.

Expected Skills impartation (Through theory and practical's)

1. Diagnosis Skills
2. Clinical or Psychological Report Writing Skills
3. Understanding skill
4. Comprehension skill

5.Analytical skill				
6.Comparison skill				
7.Diplomacy skill				
Module No	Module Title	No. of Hours	No. of Credit	
01	Context of Clinical Assessment	15	01	
02	The Assessment Interview	15	01	
03	Behavioral Assessment	15	01	
04	Brief Instruments for Treatment Planning, Monitoring and Outcome Assessment	15	01	
Module	Contents	Credits	Periods	Cos
MODULE 1	CONTEXT OF CLINICAL ASSESSMENT	1	15	CO1
	1.1 Types of referral settings			
	1.2 Ethical practices of assessment			
	1.3 Psychological report			
	1.4 General guidelines			
1.5 Format for a psychological report	CO2			
MODULE 2	THE ASSESSMENT INTERVIEW	1	15	CO3
	2.1. The assessment interview and case history			
	A) General considerations			
	B) Interview tactics			
	2.2 Mental status examination (MSE)			
A) General Appearance and Behavior	CO4			
B) Feeling (Affect and Mood)				
C) Perception				
D) Thinking				

	<p>E) Thought Content</p> <p>2.3. Interpreting Interview Data</p> <p>2.4. Structured Interviews</p> <p>2.5. Diagnostic formulations based on the clinical interview</p>			
MODULE 3	<p>BEHAVIORAL ASSESSMENT</p> <p>3.1. History and Development</p> <p>1.2.Issues Related To Reliability and Validity</p> <p>3.3. Behavioral Assessment</p> <p>3.4. Strategies of behavioral assessment</p> <p>A) Behavioral interviewing</p> <p>B) Behavioral observation</p> <p>C) Narrative recording</p> <p>D) Internal recording</p> <p>E) Event recording</p> <p>F) Ratings recording</p> <p>D) Cognitive-behavioral assessment</p> <p>E) Cognitive self-report inventories</p> <p>F) Record cognitions</p> <p>G) Psycho-sociological assessment</p>	1	15	CO5 CO6
MODULE 4	<p>BRIEF INSTRUMENTS FOR TREATMENT PLANNING, MONITORING AND OUTCOME Assessment</p> <p>4.1 Selecting brief instruments</p> <p>4.2 Symptoms Checklist-90-R (SCL-90-R) and Brief Symptom Inventory (BSI)</p>			

	<p>A) Reliability and Validity B) Use with Special Populations C) Interpretation</p> <p>4.3 Beck’s Depression Inventory A) Reliability and Validity B) Use with Diverse Groups C) Interpretation</p> <p>4.4 State Trait Anxiety Inventory A) Reliability and Validity B) Use with Diverse Groups C) Interpretation</p>	1	15	<p>CO7</p> <p>CO8</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Psychological Report Writing any inventory 2. Case history on any disorder. 3. Clinical interview and report 4. Behavioral observation project 5. Review of any psychological inventory/ Journal 6. PowerPoint presentation on syllabus related any topic 				<p>CO1- CO8</p>
<p>➤ Books for Reading</p> <ul style="list-style-type: none"> ● Groth-Marnat, G. (2009). Handbook of psychological assessment. 5th ed. John Wiley & Sons, Inc., Hoboken, New Jersey. (for Module 1, Module 2, Module 3 and Module 4) ● Kellerman, H. & Burry, A. (2007). Handbook of psychodiagnostic testing. 4th ed. Springer. (for Module 2 – 2.5) 				
<p>Suggested Research Journal</p> <ol style="list-style-type: none"> 1. Journal of Clinical Psychology 2. Journal of Clinical Psychology in Medical Settings 3. Journal of Clinical Psychopharmacology 4. Journal of Cognitive Psychology 				

5. Journal of Social Cognitive and Affective Neuroscience
6. Journal of Attention, Perception, & Psychophysics
7. American Journal of Geriatric Psychiatry
8. Canadian Journal of Psychiatry
9. Social Psychiatry and Psychiatric Epidemiology
10. Journal of Neuropsychiatry and Clinical Neurosciences
11. Journal of Cognitive, Affective, & Behavioral Neuroscience

Additional Readings:

1. Annual Review of Clinical Psychology
2. Annual Review of Psychology
3. Applied and Preventive Psychology
4. Applied Cognitive Psychology
5. Applied Neuropsychology

➤ **Medium of Instruction** – Marathi/English

➤ **Library and laboratory equipment`s:**

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PSYCHOLOGY COURSE: XI: PSYCHOTHERAPIES
Subject Code: (PSYC30) (Credit:04)
(Implemented from June, 2023 onwards)

Preamble: The psychotherapies course is obligatory for introducing students to different psychological psychotherapies and their application and importance for the treatment of psychological disorders. The present course covered different psychotherapies in detail and their application and importance of psychotherapies in various treatments of psychological disorders. In it, Sigmund Freud and classical psychoanalysis, Alfred Adler and individual psychology, Rogers and Person-centered Counselling, Gestalt therapy, Albert Ellis and REBT, Aaron Beck and Cognitive therapy, and a general description of behavior therapy has been included. In short, this course will definitely be useful and beneficial for the student to understand the various treatment systems used in therapy, the Application of psychotherapies in the treatment, and Various skills required in the therapeutic sessions.

Objectives:

1. To acquaint the students with the basic concepts in different psychotherapies.
2. To acquaint the students with the application and importance of psychotherapies in various treatments of psychological disorders.
3. To introduce students to the Understand and analyze the various treatment

systems used in psychotherapies

4. To introduce students to the Knowledge and skills about various psychotherapies
5. To acquaint the students with the treatment system emphasizing emotions and sensation.
6. To acquaint the students with the treatment systems emphasizing thoughts.
7. To introduce students to the behavior therapy and its application.

Course Outcomes: *After studying the course the student will be able to ...*

CO1:Understand basic concepts in different psychotherapies

CO2:Understand the application and importance of psychotherapies in various treatments of psychological disorders

CO3:Understand and analyze the various treatment systems used in psychotherapies

CO4:Knowledge and skills about various psychotherapies

CO5:Understand the treatment system emphasizing emotions and sensation

CO6:Understand the treatment systems emphasizing thoughts

CO7:Understand behavior therapy and its application

Expected Skills impartation (Through theory and practical's)

1. Application skills of psychotherapies
2. Treatment system skills
3. Understanding skill
4. Comprehension skill
5. Analytical skill
6. Comparison skill

Module No	Module Title	No. of Hours	No. of Credit
01	Treatment Systems Emphasizing Background	15	01
02	Treatment System Emphasizing Emotions and Sensation	15	01

03	Treatment Systems Emphasizing Thoughts	15	01	
04	Brief Behavior Therapy	15	01	
Module	Contents	Credits	Periods	Cos
MODULE 1	TREATMENT SYSTEMS EMPHASIZING BACKGROUND 1.1 Sigmund Freud and Classical Psychoanalysis A) Important theoretical concept B) Treatment using classical psychoanalysis C) Application and Current Use of Freudian Psychoanalysis D) Skill development: analyzing and counter transference	1	15	CO1
	1.2 Alfred Adler and individual psychology A) Important theoretical concepts B) Treatment using individual psychology C) Application and Current Use of Individual Psychology D) Skill development: Analyzing earliest recollection			CO2 CO3 CO4
MODULE 2	TREATMENT SYSTEM EMPHASIZING EMOTIONS AND SENSATION 2.1 Rogers and Person centered counselling A) Important theoretical concepts B) Treatment using person-centered counseling C) Application and Current Use of Person-	1	15	CO5

	<p>Centered Counseling</p> <p>D) Skill development: Empathetic responding</p> <p>2.2 Gestalt therapy</p> <p>A) Important theoretical concepts</p> <p>B) Treatment using Gestalt therapy</p> <p>C) Transactional analysis</p> <p>D)Application and Current Use of Gestalt Therapy</p> <p>E) Skill development: Gestalt chair work</p>			
MODULE 3	<p>TREATMENT SYSTEMS EMPHASIZING THOUGHTS</p> <p>3.1 Albert Ellis and REBT</p> <p>A) Important theoretical concepts</p> <p>B) Treatment using REBT</p> <p>C)Application of Rational Emotive Behavior Therapy</p> <p>D) Skill development rational emotive imagery</p> <p>3.2 Aaron Beck and Cognitive therapy</p> <p>A) Important theoretical concepts</p> <p>B) Treatment using cognitive therapy</p> <p>C)Application and Current Use of Cognitive Therapy</p> <p>D) Skill development: Analyzing and modifying cognitions</p>	1	15	CO6
Module :4	BRIEF BEHAVIOR THERAPY			

	4.1 General description of behavior therapy 4.2 Behavioral assessment 4.3 Interventions A) Anxiety management training B) Exposure therapy	1	15	CO7
Practical work: Case Study / Field Survey / Field Visits / Project 1. PowerPoint Presentation on any Psychotherapies 2. Project on any Psychotherapies 3. Field visit in Psychiatry hospital 4. Case study on any psychological hospital 5. Report writing on counseling session 6. Project on any psychological disorders. 7. Case study of any psychological disorders or behavioral problem. 8. Review of any psychotherapy 9. Review of any psychotherapy book/Journal			CO1- CO7	
<ul style="list-style-type: none"> ● Books for Reading ● Dewan, M. J., Sternbarger, B. N. & Greenberg, R. P. (2004). The art and science of brief psychotherapies : a practitioners guide. 1st ed. American Psychiatric Publishing, Inc. (for Module 4) ● Seligman, L., & Reichenberg, L. W. (2007). Theories of Counselling and psychotherapy: systems, strategies and skills. 4th ed. Pearson. (for Module 1, Module 2 and Module 3) ● Books for Reference: ● Capuzzi, D. & Stauffer, M.D. (2016). Counselling and psychotherapy: theories and interventions. 6th ed. American Counselling Association, Alexandria. ● Conte, C. (2009). Advanced techniques for Counselling and psychotherapy. Springer Publishing Company, LLC. ● Corey, G. (2017). Theory and practice of Counselling and psychotherapy. 10th ed. Cengage learning. 				

- Dewan, M. J., Sternbarger, B. N. & Greenberg, R. P. (2018). The art and science of brief psychotherapies : a practitioners guide. 3rd ed. American Psychiatric Publishing, Inc.
- Didonna, F. (2009). Clinical handbook of mindfulness. Springer.
- Felthan, C., & Horton, I. E. (2010). The SAGE handbook of Counselling and psychotherapy. 2nd ed., SAGE.
- Nelson-Jones, R. (2005). Practical Counselling and helping skills. 5th ed. SAGE.
- Nelson-Jones, R. (2012). Basic Counselling Skills : A Helpers manual. 3rd ed. Sage South Asia ed.

Suggested Research Journal

1. Clinical Child Psychology and Psychiatry
2. Clinical Psychology and Psychotherapy
3. Journal of Consulting and Clinical Psychology
4. Journal of Contemporary Psychotherapy
5. Journal of Family Psychotherapy
6. Journal of Psychotherapy Integration
7. Journal of Psychotherapy Practice and Research
8. Journal of Psychotherapy Praxis & Research
9. Journal of Employment Counseling
10. Journal of Marriage and Family Counselling
11. Journal of Multicultural Counseling and Development
12. British Journal of Guidance and Counseling

Additional Readings:

1. Conte, C. (2009). Advanced techniques for counselling and psychotherapy. Springer Publishing Company, LLC.
2. Felthan, C., & Horton, I. E. (2010). The SAGE handbook of counselling and psychotherapy. 2nd ed., SAGE.
3. Nelson-Jones, R. (2012). Basic Counselling Skills : A Helpers manual. 3rd ed. Sage

South Asia

4. In Session: Psychotherapy in Practice
5. Journal of Conflict Resolution
6. Journal of Counseling and Development
7. Journal of Couples Therapy
8. Journal of Transpersonal Psychology

➤ **Medium of Instruction** – Marathi/English

➤ **Library and laboratory equipment`s:**

1. Psychological Inventories
2. Psychological Apparatus
3. Psychology Lab
4. Sample Research Projects
5. Reference Books



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara (Autonomous)
A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Department of Psychology
Choice Based Credit System
M.A. Part -II Semester-III
PSYCHOLOGY COURSE: XII: PROJECT (TESTING)
Subject Code: (PSYCP22) (Credit:04)
(Implemented from June, 2023 onwards)

Preamble: The curriculum of the clinical testing project has been made very innovative. The case project course is obligatory for introducing students to different types of clinical testing projects. The present course covers the importance of cognition and intelligence tests in clinical diagnosis, the importance of clinical personality inventories in clinical diagnosis, the importance of mental health scales in clinical diagnosis, and the importance of values, and attitude scales in clinical diagnosis. This course will help the students to understand and make the students familiar with the psychological tests used for clinical purposes, impart the knowledge, and skills for administering tests and writing their reports taking the history of, and making diagnoses of clinical cases. Also, In short, this course will definitely be useful and beneficial for the student to understand the various applications of psychotherapies in the treatment, various skills required in the therapeutic sessions, and administration of psychological tests and report writing of psychological tests.

Objectives:

1. To introduce students to the nature and significance of the psychology clinical journal.
2. To introduce students to the Knowledge and skills in clinical psychology practical.
3. To acquaint the students with the basic norms of Journals in the different areas of

clinical psychology.

4. To introduce students to the psychological tests used for clinical purposes.
5. To acquaint the students with the importance of cognitive and intelligence scales in clinical diagnosis.
6. To introduce students to the importance of clinical personality inventories in clinical diagnosis.
7. To acquaint the students with the importance of mental health scales in clinical diagnosis.
8. To introduce students to the importance of values, and attitude scales in clinical diagnosis.
9. To acquaint the students with the significance in psychological clinical tests in diagnosis.
10. To introduce students to the Knowledge and skills about the knowledge and skills for administering psychological tests and writing reports.

Course Outcomes: *After studying the course the student will be able to ...*

CO1: Understand the nature and significance of the psychology clinical journal.

CO2: Knowledge and skills in clinical psychology practical.

CO3: Understand the basic norms of Journals in the different areas of clinical psychology.

CO4: Understand the psychological tests used for clinical purposes.

CO5: Understand the importance of cognitive and intelligence scales in clinical diagnosis.

CO6: Understand the importance of clinical personality inventories in clinical diagnosis.

CO7: Understand the importance of mental health scales in clinical diagnosis.

CO8: Understand the importance of values, and attitude scales in clinical diagnosis.

CO9: Understand the significance in psychological clinical tests in diagnosis.

CO10: Knowledge and skills about the knowledge and skills for administering psychological tests and writing reports.

Expected Skills impartation (Through theory and practical's)

1. Clinical case study writing skills
2. Clinical report writing skills
3. Clinical Diagnosis Skills
4. Understanding skill
5. Comprehension skill
6. Clinical Case Analytical skill
7. Comparison skill

Module No	Module Title	No. of Hours	No. of Credit	
01	Test of Cognition and Intelligence	120	04	
02	Personality Inventories and Related Tests			
03	Tests for Assessing Clinical Aspects of Personality			
04	Tests for Assessing Various Aspects of Mental Health			
05	Tests of Attitudes, Values and Other			
Module	Contents	Credits	Periods	Cos
MODULE 1	List of Clinical Tests / Scales / Techniques			
	A. TEST OF COGNITION AND INTELLIGENCE (Any Two)			
	1)Cognitive Abilities Test			CO1
	2)Meta-Cognitive Skills Scale			
	3)Attention-Deficit / Hyperactivity Disorder			
	4)Battery of Brain Dysfunction			
	5) WAIS – Malin’s Test			CO2
	6) Standard Progressive Matrices			
	7)Culture Fair Scale of Intelligence			

<p>MODULE 4</p>	<p>1) Medico-psychological Questionnaire 2) P.G.I. Health Questionnaire 3) Cornell Medical Index Health Questionnaire 4) Anxiety Scale 5) Depression Scale 6) Stress Scale 7) Frustration Scale 8) Mental Health Inventory 9)Mental Health Battery 10)Fear Check List 11)Aggression Inventory 12)Altruism Scale 13)Helplessness Scale 14)Alienation Scale 15) Any other related inventory</p>			<p>CO2 CO3 CO4 CO7</p>
<p>MODULE 5</p>	<p>TESTS OF ATTITUDES, VALUES AND OTHER (Any Two) 1) Attitude Scale 2) Value Scale 3) Family Environment Scale 4) Emotional Maturity Scale 5) Achievement Motivation Test 6) Sentence Completion Test 7) Psychological Counselling Need Scale 8)HIV/AIDS Knowledge and Awareness Test</p>			<p>CO1 CO2 CO3</p>

	<p>9)Job Satisfaction Scale for Teacher</p> <p>10)Life Satisfaction Scale</p> <p>11)Life Style Scale</p> <p>12)Social Problem Scale</p> <p>13)Social Relationship Scale</p> <p>14)Social Distance Scale</p> <p>15) Any other related inventory</p>			<p>CO4</p> <p>CO8</p>
<p>➤ Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Research paper writing and publication. 2. Case studies on any Clinical Disorders. 3. Administrate, score and report any above scale on mentally ill patient. 4. Field visit to any Psychological institution and report writing. 5. Field survey of any social problem or psychological behavioral problem. 6. Review of any psychological inventory. 			<p>CO1- CO8</p>	
<p>CONDUCT OF PRACTICAL EXAMINATION:</p> <ol style="list-style-type: none"> 1. The practical examination will be conducted at the end of the semester (Semester: III). 2. The students will be asked to administer one test allotted to him/her on the subject and to write its full report. 3. The student has to submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time of practical examination. 4. Each batch of practicals will consist of a maximum of 10 students. 5. A separate batch for practical examination will be formed if this number exceeds even by one. 6. Duration of the End Semester Examination of practicals will be of 4 hours per batch. 7. The practical paper for the End Semester Examination will carry 60 marks. 8. Duration of the Internal Evaluation or Continuous Comprehensive Evaluation practical 				

examination will be of 3 hours per batch.

9. The Internal Evaluation or Continuous Comprehensive Evaluation Examination practical paper will carry 40 marks.

10. The student has to bring his/her subject for practical examination.

11. Practical examinations shall be conducted by two examiners, One Internal and One External examiners appointed by the Examination Cell of the Autonomous College.

➤ **IMPORTANT NOTE:**

1. There shall be two practicals of 4 periods each per week per batch consisting of 10 students. (Total workload for practical will be 8 periods per week, per batch).

2. A separate batch for practicals will be formed if this number exceeds even by one.

3. Eligibility for the practical examination is subject to certification of journal report as well as assignment writing by the student, duly signed by the teacher in charge and HOD.

STANDARD OF PASSING:

As prescribed under rules and regulations for each degree/ programme/semester

NATURE OF QUESTION PAPER:

Examiners shall set the practical examination question papers (Experiments) and will be given to the students.

SCHEME OF MARKING

END SEMESTER EXAMINATION: SEE (60 MARKS)

- Journal =20 Marks (HOD/ Concerned teachers and External Examiners)
- Instructions and conduct= 10 Marks (HOD/ Concerned teachers and External Examiners)
- Report writing= 20 Marks (External Examiners)
- Oral=10 Marks (HOD/ Concerned teachers and External Examiners)

CONTINUOUS COMPREHENSIVE EVALUATION INTERNAL EVALUATION: CCE (40 MARKS)

- Research Paper/Visit Report/ Field Survey Report =10 Marks (HOD/ Concerned teachers and Internal Examiners)
- Instructions and conduct= 10 Marks (HOD/ Concerned teachers /Internal Examiners)

- Report writing= 10 Marks (HOD/ Concerned teachers /Internal Examiners)
- Oral=10 Marks (HOD/ Concerned teachers /Internal Examiners)

➤ **Books for Reading**

- Coolican, H. (2017). *Research methods and statistics in psychology*. Psychology Press.
- Barker, C., Pistrang, N., & Elliott, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners*. John Wiley & Sons.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment*. 5th ed. John Wiley & Sons, Inc., Hoboken, New Jersey.
- Kellerman, H. & Burry, A. (2007). *Handbook of psychodiagnostic testing*. 4th Ed. Springer.
- Corey, Gerald (2005): *“Theory and Practice of Counseling and Psychotherapy”*, 7th Ed., Books / Cole – Thomson Learning, Belmont, C. A., U.S.A.
- Division, G. C., Neale, J.M. and Kring, A. M. (2004): *“Abnormal Psychology”*, 9th Ed., John Willey and Sons Inc.
- Gladding, Samuel T. (2009): *“Counseling”*, Sixth edition, Pearson.
- Hecker, Jeffrey E. and Thope, Geoffrey L. (2005) *Introduction to Clinical Psychology*, Pearson Education Inc.

➤ **Suggested Research Journal**

1. Journal of Psychiatry and Neuroscience
2. European Child and Adolescent Psychiatry
3. International Review of Psychiatry
4. Journal of Geriatric Psychiatry and Neurology
5. Journal of Behavior Therapy and Experimental Psychiatry
6. Journal of the American Academy of Child & Adolescent Psychiatry
7. Annual Review of Clinical Psychology
8. Annual Review of Psychology

9. British Journal of Clinical Psychology

10. British Journal of Psychotherapy

➤ **Additional Readings:**

1. Journal of Creativity in Mental Health

2. Journal of Mental Health Counseling

3. Journal of Multicultural Counseling & Development

4. Practitioner Scholar: Journal of Counseling & Professional Psychology

5. American Journal of Psychiatry

6. International Journal of Psychopathology, Psychopharmacology, and Psychotherapy

➤ **Medium of Instruction** – Marathi/English

➤ **Library and laboratory equipment`s:**

1. Psychological Inventories

2. Psychological Apparatus

3. Psychology Lab

4. Sample Research Projects

5. Reference Books



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Department of Psychology
Choice Based Credit System
M.A. Part -II Semester-IV
PSYCHOLOGY COURSE: XIII: PSYCHOPATHOLOGY
Subject Code: (PSYC31) (Credit:04)
(Implemented from June, 2023 onwards)

Preamble: The 'Psychopathology' course is helpful for introducing students to current systems of classification of mental disorders. This course focuses on the concept of psychopathology, the DSM Classification of mental disorders, models of abnormality, different psychological disorders, and their treatments. It covered the energetic the mood disorders and their symptoms and types, the significant differences between unipolar and bipolar mood disorders, causes and treatment of mood disorders, schizophrenia and its causes and symptoms, treatments and outcomes of schizophrenia and other psychotic schizophrenic disorders, the personality disorder and their cluster, the treatment and outcomes of personality disorders, the abnormal behavior in childhood and adolescence, and treatments and outcomes of abnormal behavior in childhood and adolescence, etc. Therefore, this course will benefit students to understand psychological disorders, their symptoms, types. Also, through this course, students will be able to understand the predations and treatments of various psychological disorders. Similarly, the present course will help the students to learn the knowledge and skills of diagnosis of any mental disorders. In short, this course will definitely be useful and beneficial for the student to understand the different psychological disorders.

Objectives:

1. To introduce students to the current systems of classification of mental disorders.
2. To acquaint the students with the different psychological disorders.
3. To introduce students to the mood disorders and their symptoms and types.
4. To acquaint the students with the significant differences between unipolar and bipolar mood disorder.
5. To introduce students to the causes and treatment of mood disorders.
6. To acquaint the students with the schizophrenia and its Causes and symptoms.
7. To introduce students to the other psychotic schizophrenic disorders.
8. To acquaint the students with the Knowledge and skills about treatments and outcomes of schizophrenia and other psychotic schizophrenic disorders.
9. To introduce students to the personality disorder and their cluster.
10. To introduce students to the treatment and outcomes of personality disorders.
11. To acquaint the students with the abnormal behavior in childhood and adolescence.
12. To acquaint the students with the Knowledge and skills about treatments and outcomes of abnormal behavior in childhood and adolescence.

Course Outcomes: *After studying the course the student will be able to ...*

CO1: Understand and analyze the current systems of classification of mental disorders.

CO2: Understand the different psychological disorders.

CO3: Understand mood disorders and their symptoms and types.

CO4: Understand and analyze the significant differences between unipolar and bipolar mood disorder.

CO5: Understand the causes and treatment of mood disorders.

CO6: Understand schizophrenia and its Causes and symptoms.

CO7: Understand the other psychotic schizophrenic disorders.

CO8: Knowledge and skills about treatments and outcomes of schizophrenia and other psychotic schizophrenic disorders.

CO9: Understand personality disorder and their cluster.

CO10:Understand the treatment and outcomes of personality disorders.
 CO11:Understand abnormal behavior in childhood and adolescence.
 CO12:Knowledge and skills about treatments and outcomes of abnormal behavior in childhood and adolescence..

Expected Skills impartation (Through theory and practical's)
 1. Psychological Disorder Diagnosis Skills
 2. Understanding skills
 3. Comprehension skill
 4. Analytical skill
 5. Comparison skill

Module No.	Module Title	No. of Hours	No. of Credit
01	Mood Disorder: Unipolar Depressive Disorders	15	1
02	Schizophrenia	15	1
03	Personality Disorder	15	1
04	Abnormal Behavior in Childhood and Adolescence	15	1

Module	Contents	Credits	Periods	Cos
MODULE 1	MOOD DISORDER: UNIPOLAR DEPRESSIVE DISORDERS 1.1.Types of Mood Disorders A) Prevalence of mood disorder 1.2. Unipolar depressive disorders i) Major depressive disorder ii) Persistent depressive disorder (Dysthymia) iii) Other forms of depression	1	15	CO1 CO2

	<ul style="list-style-type: none"> ii) Biochemical abnormalities B) Psychological views <ul style="list-style-type: none"> i) Psychodynamic explanation ii) The behavioral view iii) Cognitive view C) Sociocultural views <ul style="list-style-type: none"> i) Multicultural factors ii) Social labelling iii) Family dysfunctionins iv) R. D. Laing's view 2.4 Treatments and outcomes <ul style="list-style-type: none"> A) Pharmacological approaches B) Psychosocial approaches 			CO8
MODULE 3	<p>PERSONALITY DISORDER</p> <ul style="list-style-type: none"> 3.1 Clinical features of personality disorders 3.2. Challenges in personality disorders research <ul style="list-style-type: none"> A)Difficulties in diagnosing personality disorders B) Difficulties in studying the causes of personality disorders 3.3 A) Cluster A personality disorders B) Cluster B personality disorders C) Cluster C personality disorders 3.4 Treatment and outcomes of personality disorders 	1	15	CO9 CO10
Module :4	ABNORMAL BEHAVIOR IN			

	<p>CHILDHOOD AND ADOLESCENCE</p> <p>4.1 Autism and autism spectrum disorder</p> <p>A) Features of autism</p> <p>B) Theoretical perspectives of autism</p> <p>C) Treatment of autism</p> <p>4.2 Intellectual disability</p> <p>A) Causes of intellectual disability</p> <p>B) Interventions</p> <p>4.3 Learning disability and ADHD</p> <p>A) Understanding and treatment of learning disability</p> <p>B) Attention-deficit / Hyperactivity disorder</p> <p>4.4 Childhood anxiety and depression</p> <p>A) Separation Anxiety Disorder</p> <p>B) Understanding and Treating Childhood Anxiety</p> <p>C) Childhood Depression</p> <p>D) Understanding and Treating Childhood Depression</p> <p>E) Suicide in Children and Adolescents</p>	1	15	<p>CO11</p> <p>CO12</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <p>1. Power point presentation on any psychological disorder such as Law and Mental Health, Technology and Mental Health, Mental Health, Anxiety, Obsessive Compulsive & related Disorder, Schizophrenia, Personality Disorders.</p> <p>2. Field Survey on childhood and adolescence disorders.</p> <p>3. Project on any psychological disorders.</p>				<p>CO1-</p> <p>CO12</p>

<p>4. Case study of any psychological disorders or behavioral problem.</p> <p>5. Review of any psychopathology or abnormal psychology book/ Movie/ Journal</p>	
<ul style="list-style-type: none"> ● Books for Reading ● Comer, R. J. (2015). <i>Abnormal psychology</i>. 9th ed. Worth publisher, New York (for Module 1-1.3. & 1.4,) ● Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). <i>Abnormal psychology</i> 17th ed. Global edition. Pearson education ltd. (for Module 1 -1.1, Module 2, Module 3) ● Nevid, J. S., Rathus, S. A., & Greene, B. (2018). <i>Abnormal psychology in a changing world</i>. 9th ed. Pearson education ltd. (for Module 1-1.2, Module 4) ➤ Books for Reference: ● American Psychiatric Association (2013). <i>Diagnostic and statistical manual of mental disorder</i> 5th ed. (DSM 5). ● Bennett, P. (2011). <i>Abnormal and Clinical Psychology</i>. 3rd ed. McGraw Hill. ● Gorenstein, E. E. & Comer, R. J. (2015). <i>Case studies in abnormal psychology</i>, 2nd ed. Worth publisher, New York. ● Osborne, R. E. Lafuze, J. E., & David, V. (2016). <i>Case analysis for abnormal psychology</i>. 2nd ed. Taylor & Fransis. ● Speroy, L., Carlson, J., Sauerheber, J.D., & Sperry J. (2015). <i>Psychopathology and psychotherapy : DSM 5 Diagnosis, case conceptualization and treatment</i>. 3rd ed. Taylor and Fransis. 	

Suggested Research Journal

1. International Forum of Psychoanalysis
2. International Journal of Psychoanalysis
3. American Journal of Psychoanalysis
4. British Journal of Social and Clinical Psychology
5. British Journal of Psychiatry
6. Journal of Child Psychology and Psychiatry
7. Clinical Child Psychology and Psychiatry
8. British Journal of Psychiatry
9. Journal of Clinical Psychiatry
10. Journal of Neurology, Neurosurgery and Psychiatry
11. Journal of Child Psychology and Psychiatry and Allied Disciplines
12. International Journal of Geriatric Psychiatry

Additional Readings:

1. International Journal of Psychiatry in Medicine
2. Journal of the American Academy of Psychiatry and the Law
3. International Journal of Social Psychiatry
4. Asian American Journal of Psychology
5. British Journal of Clinical Psychology
6. British Journal of Developmental Psychology
7. British Journal of Educational Psychology
8. British Journal of Health Psychology
9. British Journal of Mathematical and Statistical Psychology
10. British Journal of Medical Psychology
11. British Journal of Psychology
12. Scientific You tube Videos on Psychological Disorders
13. World Health Organization Courses and Lectures Videos

14. I GOT Diksha Courses and Lectures Videos

➤ **Medium of Instruction** – Marathi/English

➤ **Library and laboratory equipment`s:**

1. Psychological Inventories
2. Psychological Apparatus
3. Psychology Lab
4. Sample Research Projects
5. Reference Books



Rayat Shikshan Sanstha's
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A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Department of Psychology
Choice Based Credit System
M.A. Part -II Semester-IV
PSYCHOLOGY COURSE: XIV: APPLIED PSYCHODIAGNOSTICS
Subject Code: (PSYC32) (Credit:04)
(Implemented from June, 2023 onwards)

Preamble: The curriculum of applied Psychodiagnostics has been made very advanced. The applied psychodiagnostics course is helpful for introducing students to the nature of clinical and diagnostic tests. This course has through light on the nature and application of the Minnesota multiphasic personality inventory, knowledge, and skills about the Minnesota multiphasic personality inventory, administration, and interpretation procedure of Minnesota multiphasic personality inventory. The present course covers the nature and application of the Rorschach inkblot test, knowledge and skills about the Rorschach inkblot test, administration, scoring method, and interpretation procedure of the Rorschach inkblot test. Also, the present course covers the nature and application of the Thematic Apperception Test, knowledge and skills about the Thematic Apperception Test, administration, scoring method, and interpretation procedure of the Thematic Apperception Test. Similarly, the present course will help students to understand the nature and application of Screening for Neuropsychological Impairment, knowledge and skills about Screening for Neuropsychological Impairment, administration, scoring method, and interpretation procedure of Screening for Neuropsychological Impairment. Also, through this course, students will be able to understand Repeatable battery for the assessment of neuropsychological status, knowledge, and skills of the Repeatable battery

for the assessment of neuropsychological status, administration, scoring method, and interpretation procedure of Repeatable battery for the assessment of the neuropsychological status.

Objectives:

1. To introduce students to the nature and application of Minnesota's multiphasic personality inventory.
2. To acquaint the students with the Knowledge and skills about the Minnesota multiphasic personality inventory.
3. To introduce students to the nature and application of the Rorschach Inkblot Test.
4. To acquaint the students with the Knowledge and skills about the Rorschach Inkblot Test.
5. To introduce students to the nature and application of the Thematic Apperception Test.
6. To acquaint the students with the Knowledge and skills about the Thematic Apperception Test.
7. To introduce students to the nature and application of Screening for Neuropsychological Impairment.
8. To acquaint the students with the Knowledge and skills about Screening for Neuropsychological Impairment.

Course Outcomes: *After studying the course the student will be able to ...*

- CO1: Understand the nature and application of Minnesota's multiphasic personality inventory.
- CO2: Knowledge and skills about the Minnesota multiphasic personality inventory.
- CO3: Understand the nature and application of the Rorschach Inkblot Test.
- CO4: Knowledge and skills about the Rorschach Inkblot Test.
- CO5: Understand the nature and application of the Thematic Apperception Test.

CO6: Knowledge and skills about the Thematic Apperception Test.

CO7: Understand the nature and application of Screening for Neuropsychological Impairment.

CO8: Knowledge and skills about Screening for Neuropsychological Impairment.

Expected Skills impartation (Through theory and practical's)

1. Psychological report writing skills
2. Psychological Inventory report writing skills
3. Understanding skills
4. Diagnostic Skills
5. Comprehension skill
6. Analytical skill
7. Comparison skill

Module No.	Module Title	No. of Hours	No. of Credit
01	Minnesota Multiphasic Personality Inventory (MMPI)	15	1
02	The Rorschach Ink Blot Test	15	1
03	Thematic Apperception Test (TAT)	15	1
04	Screening for Neuropsychological Impairment	15	1

Module	Contents	Credits	Periods	Cos
MODULE 1	MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMPI) 1.1. MMPI: A) History and Development B) Reliability and Validity C) Assets and Limitations 1.2 MMPI	1	15	CO1 CO2

	<p>A) Administration</p> <p>B) Interpretation Procedure</p> <p>1.3 MMPI-2 Context scales, MMPI-A Context scales</p> <p>1.4 MMPI-2 and MMPI-A Supplementary scales</p>			
MODULE 2	<p>THE RORSCHACH INK BLOT TEST</p> <p>1.1. Rorschach Ink blot Test:</p> <p>A) History and Development</p> <p>B) Reliability and Validity</p> <p>C) Assets and Limitations</p> <p>2.2 The Rorschach</p> <p>2.3 Administration and Scoring</p> <p>2.4 Interpretation: Location, Determinants, Content</p>	1	15	CO3 CO4
MODULE 3	<p>THEMATIC APPERCEPTION TEST (TAT)</p> <p>3.1. TAT</p> <p>A) History and Development</p> <p>B) Theoretical Perspectives</p> <p>C) Reliability and Validity</p> <p>D) Assets and Limitations</p> <p>3.2 Thematic Apperception Test</p> <p>3.3 Administration and Typical themes elicited</p> <p>3.4 Scoring procedures and Interpretation</p>	1	15	CO5 CO6

& Sons, Inc. Hoboken, New Jersey. (for Module-1, Module 2, Module 3 and Module 4)

- Kellerman, H. & Burry, A. (2007). Handbook of psychodiagnostic testing. 4th ed. Springer. (for Module 2 – 2.5)

Suggested Research Journal

1. International Journal of Behavioral Medicine
2. Journal of Behavior Therapy and Experimental Psychiatry
3. British Journal of Social and Clinical Psychology
4. Canadian Journal of Experimental Psychology
5. Counseling & Clinical Psychology Journal
6. The Counseling Psychologist
7. Chinese Journal of Clinical Psychology
8. Clinical Case Studies
9. Clinical Child and Family Psychology Review

Additional Readings:

1. American Journal of Community Psychology
2. British Journal of Guidance & Counselling
3. Contemporary Psychology: APA Review of Books
4. Journal of Child Psychology and Psychiatry
5. Journal of Consulting and Clinical Psychology
6. Journal of Experimental Psychology: General
7. Journal of Personality and Social Psychology

➤ **Medium of Instruction** – Marathi/English

➤ **Library and laboratory equipment's:**

1. Psychological Inventories
2. Psychological Apparatus
3. Psychology Lab
4. Sample Research Projects
5. Reference Books



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara (Autonomous)
A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Department of Psychology
Choice Based Credit System
M.A. Part -II Semester-IV
PSYCHOLOGY COURSE: XV: MODERN PSYCHOTHERAPIES
Subject Code: (PSYC33) (Credit:04)
(Implemented from June, 2023 onwards)

Preamble: The modern psychotherapies course is obliging to introduce students to different psychological psychotherapies and their application and importance for the treatment of psychological disorders. The present course covers various treatment systems used in therapy. The present course covers different psychotherapies in detail and their application and importance of psychotherapies in various treatments of psychological disorders. It includes the various family system approaches, interpersonal psychotherapy, mindfulness therapy, the solution-focused therapy. Also, In short, this course will definitely be useful and beneficial for the student to understand the various treatment systems used in therapy, the Application of psychotherapies in the treatment, and various skills required in the therapeutic sessions.

Objectives:

1. To introduce students to the various family system approaches.
2. To acquaint the students with the knowledge and skills about the various family system approaches
3. To acquaint the students with the interpersonal psychotherapy

4. To acquaint the students with the knowledge and skills about the interpersonal psychotherapy
5. To introduce students to the mindfulness therapy
6. To acquaint the students with the knowledge and skills about the mindfulness therapy
7. To introduce students to the solution-focused therapy
8. To acquaint the students with the knowledge and skills about the solution-focused therapy

Course Outcomes: *After studying the course the student will be able to ...*

CO1: Understand and analyze the various family system approaches.

CO2: Knowledge and skills about the various family system approaches

CO3: Understand and analyze the interpersonal psychotherapy

CO4: Knowledge and skills about the interpersonal psychotherapy

CO5: Understand and analyze the mindfulness therapy

CO6: Knowledge and skills about the mindfulness therapy

CO7: Understand and analyze the solution-focused therapy

CO8: Knowledge and skills about the solution-focused therapy

Expected Skills impartation (Through theory and practical's)

1. Counselor or Therapist Skills
2. Psychotherapy Application Skills
3. Understanding skills
4. Comprehension skill
5. Analytical skill
6. Comparison skills

Module No.	Module Title	No. of Hours	No. of Credit
01	Family System Approaches	15	1
02	Interpersonal Psychotherapy	15	1

03	Mindfulness Therapy	15	1	
04	Solution-Focused Brief Therapy	15	1	
Module	Contents	Credits	Periods	Cos
MODULE 1	FAMILY SYSTEM APPROACHES 1.1 Family therapies that focus on background A) Adlerian family therapy B) Multigenerational family therapy 1.2 Family therapies that focus on emotions A) Virginia Satir B) Emotional focus couple theory 1.3 Family therapies that focus on thought and actions A) Behavioral and cognitive-behavioral therapy B) Skill development: Genogram 1.4 Application of Family Therapy A) Application to Culturally B) Diverse Families C) Application to Specific Types of Families D) Application to Diagnostic Populations	1	15	CO1 CO2
MODULE 2	INTERPERSONAL PSYCHOTHERAPY 2.1 Essential characteristics of interpersonal psychotherapy A) Interpersonal relationship B) Interpersonal conceptualization C) Time limit during acute treatment			CO3

	<p>D) The therapeutic relationship in Interpersonal psychotherapy</p> <p>2.2. Theoretical Framework</p> <p>A) Attachment Theory</p> <p>B) Interpersonal Communication Theory</p> <p>2.2 Structure of interpersonal psychotherapy</p>	1	15	CO4
MODULE 3	<p>MINDFULNESS THERAPY</p> <p>3.1 Mindfulness</p> <p>A) Therapeutic mindfulness</p> <p>B) Mindfulness and mindlessness</p> <p>C) Forms of practice</p> <p>3.2 Practical applications for psychotherapy</p> <p>A) Psychological process</p> <p>B) Mindfulness meditation</p> <p>C) How we construct our experience</p> <p>3.3 Mindfulness and meditation</p> <p>A) What is meditation?</p> <p>B) Obstacles to meditation</p> <p>C) Deeping meditation</p> <p>D) Mindfulness meditation</p> <p>3.4 Mindfulness and feeling of emptiness</p> <p>A) Psychology and emptiness</p> <p>B) The feeling of emptiness as an indicator of psychopathology</p> <p>C) Overcome the feeling of emptiness</p>	1	15	CO5 CO6
Module :4	SOLUTION-FOCUSED BRIEF THERAPY			

	<p>4.1 What is solution-focused brief therapy?</p> <p>1.2. Essence of solution-focused brief therapy</p> <p>1.3. Assumptions of solution focused brief therapy</p> <p>4.4.Compressed duration of solution-focused brief therapy</p> <p>1.4. Effectiveness of solution</p> <p>1.5. The practice of solution-focused brief therapy</p>	1	15	<p>CO7</p> <p>CO8</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. PowerPoint Presentation on any Psychotherapies 2. Project on any Psychotherapies 3. Field visit in Psychiatry hospital 4. Case study on any psychological hospital 5. Report writing on counseling session 6. Project on any psychological disorders. 7. Case study of any psychological disorders or behavioral problem. 8. Review of any psychotherapy 9. Review of any psychotherapy book/Journal 10. Match short videos of application of various psychotherapies and write a review 				
<ul style="list-style-type: none"> ● Books for Reading ● Dewan, M. J., Sternbarger, B. N. & Greenberg, R. P. (2004). The art and science of brief psychotherapies : a practitioners guide. 1st ed. American Psychiatric Publishing, Inc. (for Module 4) ● Seligman, L., & Reichenberg, L. W. (2007). Theories of counselling and 				

psychotherapy: systems, strategies and skills. 4th ed. Pearson. (for Module 1, Module 2 and Module 3)

• **Books for Reference:**

- Capuzzi, D. & Stauffer, M.D. (2016). Counselling and psychotherapy: theories and interventions. 6th ed. American Counselling Association, Alexandria.
- Conte, C. (2009). Advanced techniques for counselling and psychotherapy. Springer Publishing Company, LLC.
- Corey, G. (2017). Theory and practice of counselling and psychotherapy. 10th ed. Cengage learning.
- Dewan, M. J., Sternbarger, B. N. & Greenberg, R. P. (2018). The art and science of brief psychotherapies : a practitioners guide. 3rd ed. American Psychiatric Publishing, Inc.
- Didonna, F. (2009). Clinical handbook of mindfulness. Springer.
- Felthan, C., & Horton, I. E. (2010). The SAGE handbook of counselling and psychotherapy. 2nd ed., SAGE.
- Nelson-Jones, R. (2005). Practical counselling and helping skills. 5th ed. SAGE.
- Nelson-Jones, R. (2012). Basic Counselling Skills : A Helpers manual. 3rd ed. Sage South Asia ed.

Suggested Research Journal

1. American Journal of Psychotherapy
2. Journal of Family Counseling
3. Journal of Marriage and the Family
4. Journal of Marriage and Family Counselling
5. Journal of Marital and Family Therapy
6. Journal of Sex and Marital Therapy
7. Asian Journal of Counseling

8. British Journal of Guidance and Counseling
9. Canadian Journal of Counseling
10. International Journal for the Advancement of Counseling
11. Journal of College Counseling

Additional Readings:

1. Consulting Psychology Journal
2. Journal of Counseling Psychology
3. Psychodynamic Counselling
4. Journal of Family Communication
5. International Journal of Family Therapy
6. Counselling Psychology Quarterly

➤ **Medium of Instruction** – Marathi/English

➤ **Library and laboratory equipment`s:**

1. Psychological Inventories
2. Psychological Apparatus
3. Psychology Lab
4. Sample Research Projects
5. Reference Books



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Department of Psychology
Choice Based Credit System
M.A. Part -II Semester-IV
PSYCHOLOGY COURSE:XIV: PRACTICUM
Subject Code: (PSYCP23) (Credit:04)
(Implemented from June, 2023 onwards)

Preamble: Practical Knowledge and Skills are important in psychology. The curriculum of the clinical case studies practicum programme has been made very innovative. The practicum is obligatory for introducing students to different types of clinical case studies. Every student or pair of students will visit Hospital/Clinic/Correctional Institution/ NGO set up /Rehabilitation center etc. to study clinical cases. The students will have to study comprehensively six different types of clinical cases in consultation with the concerned subject teacher. The students will have to apply appropriate psychological assessment tools and techniques for psycho-diagnosis. After history, symptoms, and diagnosis, students will apply appropriate psychotherapeutic techniques to solve the problem. The present course covers the importance of cognition and intelligence tests in clinical diagnosis, the importance of clinical personality inventories in clinical diagnosis, the importance of mental health scales in clinical diagnosis, and the importance of values, and attitude scales in clinical diagnosis. This course will help the students to understand and make the students familiar with the clinical case studies and psychological tests used for clinical purposes, impart the knowledge, and skills for administering tests and writing their reports taking the history of, and making diagnoses of clinical cases

Objectives:

1. To introduce students to the different types of clinical cases
2. To acquaint the students with the diagnose mental health problems
3. To acquaint the students with the students in taking case history, and making diagnosis of clinical cases, and writing its report
4. To acquaint the students with the case studies project on different psychological disorders.
5. To introduce students to the case studies project on different psychological disorders.
6. To acquaint the students with the different areas of experimentation and inventories administration in psychology.
7. To acquaint the students with the various skills of conducting experiments and test administrations and writing of the reports.

Course Outcomes: *After studying the course the student will be able to ...*

1. CO1: Understand the different types of clinical cases
2. CO2: Understand the diagnose mental health problems
3. CO3: Understand the students in taking case history, and making diagnosis of clinical cases, and writing its report
4. CO4: Understand the case studies project on different psychological disorders.
5. CO5: Understand the case studies project on different psychological disorders.
6. CO6: Understand different areas of experimentation and inventories administration in psychology.
7. CO7: Understand various skills of conducting experiments and test administrations and writing of the reports.

Expected Skills impartation (Through theory and practical's)

1. Knowledge and skills of diagnoses
2. Case study Skills
3. Diagnosis Skills
4. Understanding skills
5. Comprehension skill
6. Analytical skill
7. Report Writing Skills
8. Psychological test administration skills

Module	Contents	Credits	Periods	Cos
MODULE 1	List of Clinical Tests / Scales / Techniques <ol style="list-style-type: none">1. Cognitive Abilities Test2. Meta-Cognitive Skills Scale3. Attention-Deficit / Hyperactivity Disorder4. Battery of Brain Dysfunction5. WAIS – Malin’s Test6. Standard Progressive Matrices7. Culture Fair Scale of Intelligence8. Test of Thinkin9. Judgement and Reasoning Tests10. Emotional Intelligence Scale11. Social Intelligence Scale12. General Mental Ability Test for Children13. Multiple Intelligence Scale14. Verbal Intelligence Test15. Learning Disability Checklist	4	120	CO1 CO2

	<p>16.NEO – FFI</p> <p>17. H.S.P.Q.</p> <p>18. Type A / B Behavioural Pattern Scale</p> <p>19. Locus of Control Scale</p> <p>20.Self-esteem Scale</p> <p>21.Self Efficacy Scale</p> <p>22.The 16 PF Questionnaire</p> <p>23.Self-Awareness Scale</p> <p>24.Self-Confidence Inventory</p> <p>25.Self-Concept Rating Scale</p> <p>26.Self-Control Scale</p> <p>27.Personal Effectiveness Scale</p> <p>28.Social Motives Scales</p> <p>29.Approval Motive Scale</p> <p>30.Five Personality Trait Inventory</p> <p>31.Dimensional Personality Inventory</p> <p>32.Introversion-Extraversion Inventory</p> <p>33.General Well-Being Scale</p> <p>34.Psychological Well-Being Scale</p> <p>35.Eysenck Personality Questionnaire</p> <p>36.MMPI</p> <p>37. EPQ – R</p> <p>38. KNPI</p> <p>39. Adjustment Inventory</p> <p>40.Test of Behavioural Assessment</p> <p>41.Eight State Questionnaire</p> <p>42.Coping Resource Inventory</p>			<p>CO3</p> <p>CO4</p>
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	<p>43. Indian Adaptation of TAT</p> <p>44. Ink – Blot Test</p> <p>45. Behavioural Deviance Scale</p> <p>46. Autism Maladaptive 12) Behaviour Scale</p> <p>47. Problem Behaviour Check-List</p> <p>48. Medico-psychological Questionnaire</p> <p>49. P.G.I. Health Questionnaire</p> <p>50. Cornell Medical Index Health Questionnaire</p> <p>51. Anxiety Scale</p> <p>52. Depression Scale</p> <p>53. Stress Scale</p> <p>54. Frustration Scale</p> <p>55. Mental Health Inventory</p> <p>56. Mental Health Battery</p> <p>57. Fear Check List</p> <p>58. Aggression Inventory</p> <p>59. Altruism Scale</p> <p>60. Helplessness Scale</p> <p>61. Alienation Scale</p> <p>62. Attitude Scale</p> <p>63. Value Scale</p> <p>64. Family Environment Scale</p> <p>65. Emotional Maturity Scale</p> <p>66. Achievement Motivation Test</p> <p>67. Sentence Completion Test</p> <p>68. Psychological Counselling Need Scale</p>			<p>CO5</p> <p>CO6</p> <p>CO7</p>
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	69.HIV/AIDS Knowledge and Awareness Test 70.Job Satisfaction Scale for Teacher 71.Life Satisfaction Scale 72.Life Style Scale 73.Social Problem Scale 74.Social Relationship Scale 75.Social Distance Scale			
Practical work: Case Study / Field Survey / Field Visits / Project 1. Research paper writing and publication. 2. Case studies on any Clinical Disorders. 3. Administrate, score and report any above scale on mentally ill patient. 4. Field visit to any Psychological institution and report writing. 5. Field survey of any social problem or psychological behavioral problem. 6. Review of any psychological inventory/ books/ institutions.			CO1-CO7	
<p>➤ IMPORTANT NOTE:</p> <ol style="list-style-type: none"> 1. There shall be two practicum sessions of 4 periods each per week per batch consist of 10 students. (Total workload for practical will be 8 periods per week, per batch). 2. A separate batch for practical will be formed if this number exceeds even by one. 3. Eligibility for the practicum examination is subject to certification of case study report as well as visit report written by the student, duly signed by teacher in charge and HOD. <p>➤ NATURE OF EXAMINATION</p> <p>Each student will be given TWO hypothetical clinical cases by Examination Cell. He / She have to write brief history, describe symptoms and make diagnosis of the case. After</p>				

diagnosis, he / She have to apply appropriate psychotherapeutic techniques to solve the problem. A comprehensive psychological report in standard format covering all above aspects should be written.

1. Practicum examination will be held at the end of the Semester IV.
2. A separate batch for practical examination will be formed if this number exceeds even by one.
3. The student has to submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time of practical examination.
4. Duration of practical Semester End Examination will be of 4 hours per batch.
5. Duration of practical Internal Evaluation Examination will be of 3 hours per batch.
6. The Semester End Examination practical paper will carry 60 marks.
7. The Internal Evaluation Examination practical paper will carry 40 marks.
8. The student has to bring his/her subject for practical examination.

➤ **SCHEME OF MARKING**

END SEMESTER EXAMINATION: ESE (60 MARKS)

1. Case Studies Project=20 Marks (HOD/ Concerned teachers and External Examiners)
2. Hypothetical Cases Analysis and Report Writing = 20 Marks (External Examiners)
3. Two Cases Presentation and Viva= 20 Marks (HOD/ Concerned teachers and External Examiners)

CONTINUOUS COMPREHENSIVE EVALUATION INTERNAL EVALUATION (40 MARKS)

1. Hypothetical Cases Analysis and Report Writing = 20 Marks (HOD or Concerned Teachers/ Internal Examiners)
2. Two Cases Presentation and Viva= 10 Marks (HOD or Concerned Teachers /Internal Examiners)
3. Visit and report writing on Regional Mental Hospital/Rehabilitation Centre/ Mentally Challenged School/Learning Disability School/Rehabilitation /NGO etc. (any one) =

10 Marks (HOD or Concerned Teachers/ Internal Examiners)

STANDARD OF PASSING:

As prescribed under rules and regulations for each degree/ programme/semester

NATURE OF QUESTION PAPER:

Examiners shall set the practical examination question papers (Experiments) and will be given to the students.

➤ **Books for Reading**

- Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). Abnormal psychology 17th ed. Global edition. Pearson education ltd.
- Nevid, J. S., Rathus, S. A., & Greene, B. (2018). Abnormal psychology in a changing world. 9th ed. Pearson education ltd.
- Comer, R. J. (2015). Abnormal psychology. 9th ed. Worth publisher, New York
- Groth-Marnat, G. (2009). Handbook of psychological assessment. 5th ed. John Wiley & Sons, Inc., Hoboken, New Jersey.
- Kellerman, H. & Burry, A. (2007). Handbook of psychodiagnostic testing. 4th ed. Springer.

➤ **Books for References**

- Barlow, D. H. and Durand, V. M. (1999): “Abnormal Psychology, 2nd Ed., Pacific Grove, Books / Cole.
- Capuzzi, David and Gross, Douglas, R. (2007): “Counseling and Psychotherapy: Therapies and Interventions”, 4th Ed., Pearson Education India.
- Carson, R. C., Butcher, J. N., Mineka, S. and Hooley, J.M. (2007): “Abnormal Psychology”, 3rd Ed., Pearson Education, India.
- Corsini, R. J. and Wedding, D. (Eds.) (1995): “Current Psychotherapies”, Itasca, III: F. E. Peacock.
- Mathur, S. S. (1985): “Clinical Psychology”, Vinod Pustak Mandir, Agra.
- Neizal, M. T., Bernstein (1995): “Introduction to Clinical Psychology”, 2nd Ed.
- Weiner, B. (1983): “Clinical Methods in Psychology”, N. Y., John – Wiley and Sons.

➤ **Suggested Research Journal**

- Consulting Psychology Journal
- Journal of Clinical Psychology
- European Archives of Psychiatry and Clinical Neuroscience
- Clinical Psychology and Psychotherapy
- Clinical Case Studies
- Journal of Experimental Psychology: General
- Journal of Experimental Psychology: Animal Learning and Cognition.
- Journal of Experimental Psychology: Applied.
- Journal of Experimental Psychology: Human Perception and Performance.

➤ **Additional Readings:**

- Journal of Experimental Psychology: Learning, Memory, and Cognition.
- Applied Psychological Measurement
- Clinical Rehabilitation
- Journal of Social and Clinical Psychology
- Vocational Psychology News

➤ **Medium of Instruction – Marathi/English**

➤ **Library and laboratory equipment`s:**

1. Psychological Inventories
2. Psychological Apparatus
3. Psychology Lab
4. Sample Research Projects
5. Reference Books



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Revised Question Paper Pattern
Department of Psychology
Choice Based Credit System M.A. Part-II (Psychology)

- Instruction:** 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date:
Time: Two Hours

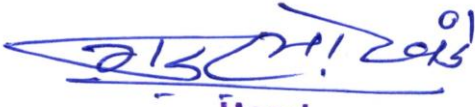
Total Marks: 60

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- Q. 1. Choose the correct alternatives from the following** 15
प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.
- Q.2. Write short Notes (*Three out of Four*)** 15
प्रश्न २. टीपा लिहा (चार पैकी तीन)
- Q.3. Write short answer (*Three out of Four*)** 15
प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन)
- Q.4. Answer the following question in broad. (One out Two)** 15
प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा.(दोनपैकी एक)

- **IE (Internal Evaluation):**

Activities 40 Marks:

1. Home Assignment - 10 Marks
2. Class Test - 20 Marks
3. Subject Specific Activity -10 Marks


Head
Department of Psychology
Chhatrapati Shivaji College, Satara
(Autonomous)

